

UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

DEC 19 2006

Ms. Judy Jeffrey
Director of Education
Iowa Department of Education
Grimes State Office Building
East 14th & Grand Streets
Des Moines, IA 50319-0146

Dear Ms. Jeffrey:

On July 7, 2006, the Iowa Department of Education submitted its revised State highly qualified teacher (HQT) plan. The peer reviewers found deficiencies in the original plan, and the Department asked that it be revised and re-submitted. We received the revision on September 28, 2006.

A Department of Education internal peer review committee reviewed the revised plan. In general, the reviewers were pleased with the plan, finding only a few remaining deficiencies. To resolve outstanding questions and concerns raised in the internal review, Department Program Officer Miriam Lund had a lengthy discussion with Pam Pfitzenmaier and other staff members from the Iowa Department of Education on November 13. As a result of this conversation additional changes were made to the Iowa plan and clarification was provided where information was missing. A revised version of the plan was submitted to the Department on December 1 and has been reviewed by Department staff.

In the judgment of the Department, the plan submitted on December 1 meets all six requirements and is now approved. I would like to congratulate you and your staff for this excellent work. We recognize the substantial challenge it has been to prepare this plan, and we are encouraged that you were able to submit a complete and comprehensive plan.

We will post the December 1, revision the plan on the Department's Web site in place of the plan that is currently posted. We look forward to our continued work together, including routine monitoring to ensure that your State implements the activities described in the plan to meet the HQT goal in 2006-07 and beyond, for the benefit of all students in Iowa. If you have any additional questions, please do not hesitate to contact Robert Stonehill (202-260-9737, or robert.stonehill@ed.gov), or Miriam Lund (202-401-2871, or miriam.lund@ed.gov).

Sincerely,

Henry L. Johnson

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Reviewing Revised State Plans

Meeting the Highly Qualified Teacher (HQT) Goal

State: Iowa-revise	2 d		
Date: December 4	·, 2006		
Overall Recomme	endation:		
Accept HQT	plan		
Accept HQT	plan, subject to revisions described	d below	
Comments to supp	ort recommendation:		
Decision			
Approve	Signature	Date	
Disapprove	Signature	Date	

Requirement 1: The revised plan must provide a detailed analysis of the core academic subject classes in the State that are currently *not* being taught by highly qualified teachers. The analysis must, in particular, address schools that are not making adequate yearly progress and whether or not these schools have more acute needs than do other schools in attracting highly qualified teachers. The analysis must also identify the districts and schools around the State where significant numbers of teachers do not meet HQT standards, and examine whether or not there are particular hard-to-staff courses frequently taught by non-highly qualified teachers.

Y/N/U/NA	Evidence
	A. Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data?
	B. Does the analysis focus on the staffing needs of school that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?
	C. Does the analysis identify particular groups of teachers to which the State's plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multisubject teachers in rural schools?
	D. Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?
	E. Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

Y=Yes; N=No; U=Undecided; NA=Not applicable

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Requirement 1 has been met	
Requirement 1 has been partiall	y met
Requirement 1 has not been me	et
Additional information needed to	make determination
Date Requested	Submission Deadline

Supporting Narrative:

Under the Iowa HQT Plan:

A. Does the revised plan include an analysis of classes taught by teachers who are not highly qualified? Is the analysis based on accurate classroom level data? In all reports contained herein, teachers with assignments in grades K-6 are considered to be elementary, while teachers with assignments in grades 7-12 are considered to be secondary. Iowa's plan for assuring a highly qualified teacher (HQT) for each and every student is the product of cooperative efforts of several units within the Iowa Department of Education (Department) and the Board of Educational Examiners (BOEE). The plan is the result of a detailed examination of the available data, the data collection and reporting processes currently in place, as well as a comprehensive analysis of the data. The revised plan presented here uses the findings from this examination and analysis to improve Iowa's: (1) data collection, reporting and monitoring procedures, and (2) actions to assure that the state's school districts are positioned to achieve the goal of a HQT for each and every student. The revised plan used 2005-06 data as opposed to the 2004-05 data used for initial submission.

Iowa's Teacher Quality Legislation: In 2001, the Iowa Legislature passed legislation "Student Achievement and Teacher Quality Program" (Iowa Code Chapter 284). The scope of efforts include the following:

- Mentoring and induction for all beginning teachers.
- Increased salary levels for beginning and Career I teachers.
- Career ladder based on skills and knowledge.
- Eight Iowa Teaching Standards and Criteria including knowledge of subject matter content.
- Comprehensive evaluation at end of Year 2 to determine if beginning teachers meet all
 eight teaching standards, including an "up and out" provision for those who do not meet
 standards; standards include evidence of content knowledge of classes being taught.
- Regular performance reviews by qualified evaluators for all new and experienced teachers based upon the eight standards.
- Iowa Professional Development Model, defining quality supports for improvement in teaching.
- District career development plans.
- Individual career development plans (support the district plan and identify teaching standards needing additional focus).

In 2006, the Iowa Legislature established Market Factor Pay. Additional funding is provided via formula to each Iowa district. Market Factor Pay is used to attract and retain teachers in locally determined shortage areas.

Iowa's Teacher Licensure Requirements: To teach in Iowa, all teachers must have, at a minimum, a bachelor's degree and completed a teacher preparation program. As part of teacher preparation, each elementary candidate must take and pass Praxis II prior to being recommended to the BOEE for licensure. At the secondary level, all teachers must have a major in the content area they teach. Teaching endorsement requirements are listed at http://www.state.ia.us/boee/addition.html. All teachers have either an initial license, if in their first two years of teaching, a standard license, or a master educator license. In order to access individual teacher data, the BOEE has an online resource where the public can access information about an individual teacher's current teaching licensure and endorsements (see www.boee.iowa.gov).

lowa's HOUSSE: Teachers who are not new to the teaching profession must have, at a minimum, a bachelor's degree and completed a teacher preparation program. At the secondary level, all teachers must have a major in the content area they teach. In addition, they must complete six units of continuing training every five years to renew their license to teach. A teacher must be evaluated at least once every three years. Evaluation includes the teaching standard focusing on knowledge of subject matter content. (Evaluators must receive state-approved training; renewal of evaluator approval is required every five years). Iowa's HOUSSE mirrors the teacher licensure process in Iowa. Use of HOUSSE has been phased out.

lowa's Data System: lowa school districts annually report data on the state's Basic Educational Data Survey (BEDS) regarding individual teacher assignments (classes). The data collection is completed in the fall. The Department then matches teacher assignments/classes with teacher licensure codes. This process provides the data necessary to conduct the analyses for determining the state's status regarding HQT requirements.

In September 2006, while examining the 2005-06 BEDS data on teacher assignments, it
was noted that some of the assignment codes did not match the licensure codes (coding

errors). The BOEE collaborated with the Department to correct the coding errors. Because of these corrections, approximately 20 schools/districts need to be contacted to ensure correct codes were used in the BEDS entry. The Department's ten school improvement consultants will contact these 20 districts to ensure the districts understand the correct coding to be used locally. In addition, the ten consultants have scheduled videoconferencing sessions in December 2006 in order to reach out to any district to ensure proper coding is being implemented (technical assistance). Following any needed corrections, data will be run again to note impact on HQTs. See Iowa's Revised Teacher Equity Plan (I.B.i) for details on future actions to monitor coding accuracy.

(All data corrections for 2005-06 will be completed no later than March 31, 2007. At that time, revised HQT data will be transmitted to the USED. As LEA corrections are completed, HQT data will be re-analyzed to determine the percent of classes taught by highly qualified teachers and to specifically identify which teacher(s)/classes are not meeting HQT. In particular, data will be analyzed to focus specifically on (a) teachers in Title I buildings not meeting AYP; (b) teachers with class assignments in economics and geography. The districts with less than 100% HQT must then complete a plan outlining how and when each teacher not meeting HQT will meet standards. In conjunction with the data coding "cleanup," the Department will collect data about secondary special education teachers. This data will also be reported to the USED no later than March 31, 2007).

- The Department currently monitors the following areas on an annual basis. More detailed analysis of 2005-06 data may be found in Iowa's Revised Teacher Equity Plan (I).
 - 1. Core content areas: On a statewide basis, HQTs teach 97.6 percent of the core classes. The lowest areas for HQTs are in economics and geography. The BOEE will convene a task force to examine the gaps in geography (77.7 percent HQTs statewide) and economics (87.3 percent HQTs statewide). There were few differences in the percent of HQTs in schools making adequate yearly progress (AYP) compared to those that did not make AYP (range in difference from .1 percent to 6.4 percent) The largest difference of 6.4 percent was in geography with schools not making AYP at 72.0 percent HQT classes as compared to 78.4 percent HQT classes for schools making AYP. Schools not making AYP are termed a School in Need of Assistance (SINA).
 - 2. Comparison of all schools, SINA schools, non-SINA schools, and Title I SINA schools: The data indicates that outside of geography and economics, the percent of teaching assignments for all schools, SINA schools, non-SINA schools, and Title I SINA schools is above 90 percent. The data also do not indicate that there are significant differences in the percent of HQTs when comparing all schools, SINA schools, non-SINA schools, and Title I SINA schools (percent of difference generally ranges from 1 percent to 3 percent).
 - 3. Comparison of all schools, high minority, moderate minority, and low minority schools: The percent of HQTs in high minority schools (minority enrollment over 25 percent) compared to moderate minority schools (minority enrollment between 10 and 25 percent) compared to low minority schools (minority enrollment less than 10 percent) compared to the state average: With the exception of the social sciences (civics/government, history, economics, geography), there is little difference in the overall total percent of HQTs across the three categories of minority school populations (percent of difference generally ranges from 1 percent to 2 percent). As has been noted previously, the social sciences have a lower percent of classes taught by HQTs regardless of a school's socioeconomic status classification. It appears, however, to be more pronounced in high and moderate minority schools for geography (difference of 18.6 percent in low poverty compared to high poverty schools). Other social science areas (civics/government, history, economics) also have differences from the state

- average and low minority schools, although these differences are not as great as in geography. In other content/grade level areas, low poverty schools are only slightly different from the low minority schools (e.g., English, math, science) or even above (e.g., elementary).
- 4. Comparison of all schools, high poverty and low poverty schools: The percent of HQTs in high poverty schools (top quartile for free/reduced lunch eligibility) compared to low poverty schools (bottom quartile for free/reduced lunch eligibility) compared to all schools: Except in geography, the percent of HQTs in the high poverty schools differ little from the low poverty schools. Differences in the percent of classes taught by HQTs range from .1 percent in English to 6.3 percent in geography.
- 5. Comparison of new teachers in high poverty and low poverty schools: The percent of teachers with the least teaching experience who are highly qualified (teachers with only one or two years of experience receive an initial teaching license) and their teaching assignments by high poverty buildings compared to low poverty buildings: While the total percent of new teachers assigned to high poverty buildings differed little from the percent of new teachers assigned to low poverty buildings, there were noticeable differences in some core content areas. Because some of the number of assignments for new teachers statewide were low ("n" below 50 in three core content areas), it is difficult to make valid conclusions with just one year of data. However, in those content areas where the "n" for new teaching assignments statewide exceeded 50, there was no consistent trend. Three core content areas were nearly equal in assignments for new teachers (English, science, elementary). Two core content areas had a greater percent of assignments for new teachers (reading/language arts and math). Two core content areas had a greater percent of assignments for teachers who were not new to the profession (arts and foreign language).
- 6. Comparison of new teachers in high minority and low minority schools: Due to the fact that lowa has very few school buildings with minority populations over 25 percent (or even between 10 to 25 percent), a more complete examination whether new teachers are assigned on a disproportional basis to high minority schools will be undertaken during the 2007-08 school year. This information will continue to be tracked on an annual basis to determine trends, if any.

Table I: Percent of Specific Classes Taught by HQTs by SINA, Non-SINA, and Title-I SINA 2005-06

Academic Area	All Schools	Schools in Need of Improvement Percentage Assignments Highly Qualified	Schools not on SINA List Percentage of Assignments Highly Qualified	Title 1 Schools in Need of Assistance Percentage of Assignments Highly Qualified
English	98.4	97.9	98.6	95.5
Reading/	96.2	97.1	96.1	100.0
Language Arts				
Mathematics	97.7	97.3	97.8	96.7
Science	97.6	97.6	97.7	100.0
Foreign Language	93.4	91.6	94.0	Not applicable
Civics/Government	91.5	91.7	91.5	Not applicable
Economics	87.3	91.7	86.5	Not applicable
Arts	98.6	98.8	98.5	92.9
History	95.3	93.5	95.8	Not applicable
Geography	77.7	72.0	78.4	Not applicable
Elementary	98.6	95.3	98.8	98.6
Total	97.6	96.5	97.8	97.9

Source: Iowa Department of Education, Licensure and Staff files.

Table 2: Percent of Specific Classes Taught by HQTs by School's Minority Population 2005-06

Academic Area	All Schools	High Minority	Moderate Minority	Low Minority
English	98.4	96.2	98.1	98.9
Reading/	96.2	95.9	96.5	96.1
Language Arts				
Mathematics	97.7	96.8	96.3	98.3
Science	97.6	96.7	97.6	97.9
Foreign Language	93.4	92.6	94.8	93.3
Civics/Government	91.5	86.1	88.1	92.7
Economics	87.3	80.8	90.5	87.7
Arts	98.6	99.0	99.1	98.4
History	95.3	89.3	96.1	95.9
Geography	77.7	61.1	70.0	79.7
Elementary	98.6	99.0	98.4	98.6
Total	97.6	97.1	97.6	97.7

Source: Iowa Department of Education, Licensure and Staff files

Table 3: Percent of Specific Classes taught by HQTs by Poverty 2005-06

Academic Area	All Schools	High Poverty	Low Poverty
English	98.4	98.5	98.6
Reading/	96.2	96.5	95.7
Language Arts			
Mathematics	97.7	97.1	98.6
Science	97.6	97.7	98.5
Foreign Language	93.4	92.0	94.4
Civics/Government	91.5	89.0	93.9
Economics	87.3	86.5	91.5
Arts	98.6	98.7	98.6
History	95.3	93.3	96.4
Geography	77.7	77.5	83.8
Elementary	98.6	98.5	98.8
Total	97.6	97.5	98.1

Source: Iowa Department of Education, Licensure and Staff files

Table 4: Percent of New Teachers (1st and 2nd year teachers) by School Poverty

Academic Area	Number of Assignments/Courses Given to "New" Teachers Statewide	Percent of Assignments High Poverty Schools (Highest Quartile of Free/Reduced Lunch)	Percent of Assignments Low Poverty Schools (Lowest Quartile of Free/Reduced Lunch)
English	260	27.7	29.2
Reading/Language	72	44.4	23.6
Mathematics	236	37.3	20.8
Science	190	25.3	25.8
Foreign Language	53	15.1	54.7
Civics/Government	21	23.8	28.6
Economics	11	27.3	36.4
Arts	295	17.6	25.8
History	48	20.8	22.9
Geography	11	18.2	9.1
Elementary	374	32.9	28.3
Total	1571	28.2	27.0

Source: Iowa Department of Education, Licensure and Staff files

B. Does the analysis focus on the staffing needs of school that are not making AYP? Do these schools have high percentages of classes taught by teachers who are not highly qualified?

Comparison of all schools, SINA schools, non-SINA schools, and Title I SINA schools: The data indicates that outside of geography and economics, the percent of teaching assignments for all schools, SINA schools, non-SINA schools, and Title I SINA schools is above 90 percent. The data also do not indicate that there are significant differences in the percent of HQTs when comparing all schools, SINA schools, non-SINA schools, and Title I SINA schools. (See Table 1 for details.)

C. Does the analysis identify particular groups of teachers to which the State's plan must pay particular attention, such as special education teachers, mathematics or science teachers, or multi-subject teachers in rural schools?

Multi-subject teachers in rural schools: The data for multi-subject teachers was included in the analysis of secondary school teachers. The data indicates some HQT gaps in the areas of geography and economics, which were areas of concern statewide. (See Table 1). In the 2006-07 school year, further analysis of rural secondary teachers will be implemented. Special education teachers: A special data collection process will be undertaken in December 2006 with every district in the state. Based upon the BEDS identification of teachers with special education assignments, districts will be required to indicate whether the teacher is working in a collaborative teaching environment, in a self-contained environment with alternate assessment or is teaching content area subjects. If secondary special education teachers have assignments in subject areas such as math, science, or reading, they must hold proper licensure endorsements in those content areas (that data is already reflected in Tables 1-4). Once data regarding the teaching environment is collected in December, it will be analyzed to determine whether further attention is needed (and in which schools/districts). Use of Title IA or Title IIA will be used to address HQT deficiencies.

D. Does the analysis identify districts and schools around the State where significant numbers of teachers do not meet HQT standards?

The data is provided in Appendix I. It should be noted that the 20 schools with the highest percent of teachers who are not highly qualified may actually have data coding errors. Those will be corrected no later than March 31, 2007, and the data re-analyzed to determine whether there are "significant numbers." Note that data in Appendix I indicates assignments/classes lacking a HQT, not necessarily the number of teachers who are not highly qualified. For example, in a small school with seven total teaching assignments/classes, having even one teacher not highly qualified in one class makes the percent of HQTs appear relatively low at 86 percent. In working with those schools with the highest percent of non-HQTs, assignments may indicate that only one or two teachers in a given building are the cause (they may have a number of assignments for which they are not highly qualified). The Department has the ability to determine exactly which teachers in a particular building are not meeting HQT standards.

E. Does the analysis identify particular courses that are often taught by non-highly qualified teachers?

Appendix II contains a list of courses and the percent of teaching assignments where teachers are not highly qualified.

Requirement 2: The revised plan must provide information on HQT status in each LEA and the steps the SEA will take to ensure that each LEA has plans in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible.

Y/N/U	Evidence	
	F. Does the plan identify LEAs that have not met annual	
	measurable objectives for HQT?	
	G. Does the plan include specific steps that will be taken by LEAs	
	that have not met annual measurable objectives?	
	H. Does the plan delineate specific steps the SEA will take to	
	ensure that all LEAs have plans in place to assist all non-HQ	
	teachers to become HQ as quickly as possible?	

Y=Yes; N=No; U=Undecided

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Requirement 2 has been met	
Requirement 2 has been partial	lly met
Requirement 2 has not been me	et
Additional information needed t	o make determination
Date Requested	Submission Deadline

Supporting Narrative:

Under the Iowa HQT Plan:

F. Does the plan identify LEAs that have not met annual measurable objectives for HQT? Appendix I lists the schools, districts and the number of teaching assignments with HQTs. Those below 100 percent HQTs are identified as not meeting AMO for HQT.

G. Does the plan include specific steps that will be taken by LEAs that have not met annual measurable objectives?

lowa's corrective plan is as follows (for those districts not meeting AMO for HQTs);

- The Department will contact districts below AMO. Districts will be instructed to review their BEDS data to ensure accuracy for teacher assignments.
- Those districts not meeting AMO after BEDS review will be required to submit a plan to the Department on steps they will follow to get all teachers highly qualified. The local education agency (LEA) steps must include use of Title IA and/or IIA funds to pay for college tuition and may include use of local district's allocation of state funds under Market Factor Pay to attract and/or retain teachers in "hard to fill" assignments. Market Factor Pay may be used to reimburse teachers for taking college coursework in order to add licensure endorsements (and become highly qualified).
- Title IA and Title IIA funding to districts will require that the HQT plan is complete and approved. Because lowa Code requires teachers to take college coursework in order to earn endorsements in additional content areas, the most common element of these plans will likely be a timeline in which teachers lacking HQT status will take additional college classes. Some of this activity is already occurring and will continue through summer 2007 and possibly into the 2007-08 school year, depending upon the number of courses an individual teacher may need to complete requirements.

- For those districts not in compliance, Title IA and Title IIA funds will be deferred until satisfactory progress is made.
- The following year the annual HQT plan must report the names of teachers who became highly qualified (and previously were not) and the support provided by the LEA to enable the teacher to reach HQT status.

H. Does the plan delineate specific steps the SEA will take to ensure that all LEAs have plans in place to assist all non-HQ teachers to become HQ as quickly as possible?

- The responses to G above outline the steps to ensure that all LEAs have plans. Given that teacher licensure in lowa requires college or re-licensure coursework be taken in order to add endorsement areas, teachers not highly qualified in a particular assignment will likely need to take one or more college courses.
- Due to the percent of assignments in geography and economics that do not have HQTs, the BOEE is undertaking a study to examine causes. They will examine the courses that are offered by lowa's teacher preparation institutions. Should the data indicate the need to increase the teacher preparation course offerings, the Department will collaborate with lowa's area education agencies (AEAs) (intermediate agencies that offer staff development/re-licensure credit) to support offering college credit courses (in partnership with local teacher preparation institutions).
- During the 2006 legislative session, the Iowa General Assembly established a new initiative entitled "Market Factor Pay." This appropriation of \$3.39 million in 2006-07 will increase annually to \$10 million in 2008-09. This funding sent to school districts will allow those districts having difficulty hiring HQTs in areas such as mathematics, science and special education to pay additional salaries to attract and retain these teachers. These funds may also be used by the teacher to pay for college/university tuition to complete additional teacher endorsement areas.
- Forgivable loans are available through the lowa Student Loan Liquidity Corporation (ISLLC) in the amount of \$10 million. These loans are made to individuals whose loans are forgiven by the Commission under the teacher shortage forgivable loan program. This exceeds the \$285,000 match appropriated by the state legislature under House File 2527. This match will allow ISLLC to match several years of future appropriations and will support teachers in specific content areas in becoming highly qualified.

Requirement 3: The revised plan must include information on the technical assistance, programs, and services that the SEA will offer to assist LEAs in successfully completing their HQT plans, particularly where large groups of teachers are not highly qualified, and the resources the LEAs will use to meet their HQT goals.

Y/N/U	Evidence
	I. Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?
	J. Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority?
	K. Does the plan include a description of programs and services the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals?
	L. Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?
	M. Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified?
	N. Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP?

Y=Yes; N=No; U=Undecided

Finding:

Requirement 3 has been met	
Requirement 3 has been partia	ally met
Requirement 3 has not been m	net
Additional information needed	to make determination
Date Requested	Submission Deadline

Supporting Narrative:

Under the Iowa HQT Plan:

I. Does the plan include a description of the technical assistance the SEA will provide to assist LEAs in successfully carrying out their HQT plans?

The Department's ten School Improvement Consultants are conducting a series of videoconferencing sessions beginning in December to focus on accurate data entry of HQT data as well as the process that districts must follow to complete an HQT plan, if the district misses the HQT AMO. Because lowa Code requires teachers to take college coursework in order to earn endorsements in additional content areas, the most common element of these plans will likely be a timeline in which teachers lacking HQT status will take additional college classes. Some of this activity is already occurring and will continue through summer 2007 and possibly into the 2007-08 school year, depending upon the number of courses an individual teachers may need to complete requirements.

J. Does the plan indicate that the staffing and professional development needs of schools that are not making AYP will be given high priority?

lowa Code requires teachers to take college credit or re-licensure courses in order to add endorsements. LEA provided professional development, while vital to good teaching practice, does not generally provide college credit and, therefore, does not assist teachers in becoming endorsed in additional teaching assignments. Currently there are only a handful of Title I buildings not meeting AYP that have less than 100% of their classes/assignments identified as not taught by highly qualified teachers (97.9% of the classes/assignments in Title I buildings not meeting AYP are taught by highly qualified teachers; see Table 1). The district will be required to expend its own Title IA and Title IIA funds to meet HQT AMO. The Department will also target some its state-level Title IIA funds to assist Title I buildings not meeting AYP and not meeting HQT AMO. These funds will be targeted toward college tuition for those teachers not meeting HQT status.

K. Does the plan include a description of programs and services the SEA will provide to assist teachers and LEAs in successfully meeting HQT goals?

- In cooperation with the BOEE, the Department will collaborate with lowa's AEAs
 (intermediate agencies that offer staff development/re-licensure credit) to offer college
 credit courses for teachers in shortage areas such as geography and economics. Each of
 lowa's 11 AEAs has a working agreement with a teacher preparation college/university.
- To help retain and recruit teachers in specific "hard-to-fill" content areas (e.g., secondary math, science and special education), the lowa General Assembly established a new initiative entitled "Market Factor Pay" during the 2006 legislative session. This appropriation of \$3.39 million in 2006-07 will increase annually to \$10 million in 2008-09. The funds through this program have been sent to school districts and will allow those districts having difficulty hiring HQTs in areas such as mathematics, science and special education to pay additional salary bonuses to attract and retain teachers. The districts in lowa facing the greatest challenge to attract and retain secondary teachers are the smaller, more rural districts. As noted in the previous section of this plan, these districts generally are not high poverty areas nor do they tend to enroll large numbers of minority students. The Market Factor Pay program will allow districts to pay additional salary to those teachers in locally identified shortage areas.

L. Does the plan specifically address the needs of any subgroups of teachers identified in Requirement 1?

While secondary teachers in rural areas did not have a greater likelihood of not meeting HQT requirements, they do face greater challenges in locating a college/university within driving distance of their home and school in order to take required college/university classes. Working with the state's 11 AEAs, coursework can be offered that is more conveniently located, especially for the teachers in the targeted subject areas of economics, geography, and secondary special education. Through cooperation among the Department, the AEAs and colleges/universities, courses can be offered via distance technologies, especially interactive videoconferencing which is available in every school district in lowa.

- M. Does the plan include a description of how the State will use its available funds (e.g., Title I, Part A; Title II, Part A, including the portion that goes to the State agency for higher education; other Federal and State funds, as appropriate) to address the needs of teachers who are not highly qualified?
 - The Department uses Title I funds for the work of the SINA support team (described in more detail in N below).
 - The Department's ten school improvement consultants work directly with districts to provide guidance and support on meeting the requirements of HQT. In addition, in the spring of 2007, the consultants will provide technical assistance to districts in completion of district HQT plans. Consultant salaries are paid through federal and state funds.
 - The state requires that teachers take six hours of college/university credit every five years. Title IA and Title IIA funds may be used to pay college tuition costs for those teachers needing additional coursework in order to add teaching endorsements (and become highly qualified in those classes assigned to the teacher).
 - The Department will use some of its state-level Title IIA funds to assist teachers in Title I buildings not meeting AYP and who are not meeting HQT.
- N. Does the plan for the use of available funds indicate that priority will be given to the staffing and professional development needs of schools that are not making AYP? The Statewide Support Team is funded through Title I funds. Members of the Statewide Support Team for SINA work through a five-step process with each school identified as not making AYP. The "SINA Support Team" focuses top priority on Title I buildings not making AYP. Extra assistance is provided to those Title I SINA buildings in statewide initiatives such as Every Student Counts (state math initiative) and Every Child Reads (state reading initiative). Identified schools designate substantial additional professional development time through additional resources provided for such purpose. Second priority for the SINA team is working with Title I districts in need of improvement. Title I schools that have not met state AYP targets for the first year represent the third focus for the SINA Support Team. In addition, the SINA Support Team assumes responsibility at the AEA level for building capacity with additional AEA staff that work with non-Title I schools. Title I schools not meeting AYP and not having 100% of their teachers meeting highly qualified definitions will use a portion of their own allocation of Title IA and Title IIA funds to support teachers not meeting HQT to return to college for additional coursework. The Department will also allocate a portion of its state-level Title IIA funds for such purpose.

Requirement 4: The revised plan must describe how the SEA will work with LEAs that fail to reach the 100 percent HQT goal by the end of the 2006-07 school year.

Y/N/U	Evidence	
	O. Does the plan indicate how the SEA will monitor LEA compliance with the LEAs' HQT plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans?	
	P. Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?	
	 Q. Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school: in the percentage of highly qualified teachers at each LEA and school; and 	
	 in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers? 	
	R. Consistent with ESEA §2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals?	

Y=Yes; N=No; U=Undecided

Finding:

Requirement 4 has been met	
Requirement 4 has been partia	ally met
Requirement 4 has not been m	net
Additional information needed	to make determination
Date Requested	Submission Deadline

Supporting Narrative:

Under the Iowa HQT Plan:

- O. Does the plan indicate how the SEA will monitor LEA compliance with the LEAs' HQT plans described in Requirement 2 and hold LEAs accountable for fulfilling their plans?
 - lowa law requires that for a school district to remain accredited, it must meet specific standards. One of those standards is to have appropriately licensed teachers (Chapter 12 of the lowa Administrative Code.) Districts that employ teachers lacking necessary endorsements are cited in school improvement visit reports as not being in compliance and districts are required to develop a corrective plan. Therefore, the lowa Department of Education has a long history of monitoring LEAs to ensure compliance for teacher licensure.
 - Monitoring of LEAs to ensure teachers are appropriately licensed: All lowa teachers are required by lowa law to have an lowa teaching license. The Department school improvement consultants annually monitor the teaching staff in each district to ensure that teachers are appropriately licensed for their teaching assignments. This data is provided through a cross match of the annual BEDS data on teaching assignments and teacher "folder" numbers matched with licensure information from the BOEE. Districts are notified via "site visit reports" when teachers do not appear to have teaching assignments aligned to their teaching license and endorsements. If teachers are identified who do not have proper

licensure/endorsements, the district is provided a timeframe in which to have the teacher take necessary coursework in order to become properly licensed. The school improvement consultants verify that corrective action has been taken. In the 2005 legislative session, the lowa General Assembly provided funding to increase the number of school improvement consultants in order to provide greater monitoring of federal and state requirements, including HQT requirements.

lowa's specific plan is as follows (for those districts not meeting AMO for HQT):

- The Department will contact districts below AMO. Districts will be instructed to review their BEDS data to ensure accuracy for teacher assignments.
- Those districts not meeting AMO after BEDS review will be required to submit a plan to the
 Department on steps they will follow to get all teachers highly qualified. The local education
 agency (LEA) steps must include use of Title IA and/or IIA funds to pay for college tuition
 and may include use of local district's allocation of state funds under Market Factor Pay to
 attract and/or retain teachers in "hard to fill" assignments. Market Factor Pay may be used
 to reimburse teachers for taking college coursework in order to add licensure endorsements
 (and become highly qualified).
- Title IA and Title IIA funding to districts will require that the HQT plan is complete and approved. Because lowa Code requires teachers to take college coursework in order to earn endorsements in additional content areas, the most common element of these plans will likely be a timeline in which teachers lacking HQT status will take additional college classes. Some of this activity is already occurring and will continue through summer 2007 and possibly into the 2007-08 school year, depending upon the number of courses an individual teachers may need to complete requirements.
- For those districts not in compliance, Title IA and Title IIA funds will be deferred until satisfactory progress is made.
- The following year the annual HQT plan must report the names of teachers who became highly qualified (and previously were not) and the support provided by the LEA to enable the teacher to reach HQT status.
- Highly qualified data are reported on the Annual Progress Report (ARR) submitted to the Department and are monitored by school improvement consultants.

P. Does the plan show how technical assistance from the SEA to help LEAs meet the 100 percent HQT goal will be targeted toward LEAs and schools that are not making AYP?

• Members of the Statewide Support Team for SINA work through a five-step process with each school identified as not making AYP. The "SINA Support Team" focuses top priority on Title I buildings not making AYP. Extra assistance is provided to those Title I SINA buildings in statewide initiatives such as Every Student Counts (state math initiative) and Every Child Reads (state reading initiative). Identified schools designate substantial additional professional development time through additional resources provided for such purpose. Second priority for the SINA team is working with Title I districts in need of improvement. Title I schools that have not met state AYP targets for the first year represent the third focus for the SINA Support Team. In addition, the SINA Support Team assumes responsibility at the AEA level for building capacity with additional AEA staff that work with non-Title I schools. In addition, the Department will focus a portion of state-level Title IIA funds on the Title I schools not making AYP.

- Q. Does the plan describe how the SEA will monitor whether LEAs attain 100 percent HQT in each LEA and school:
 - o in the percentage of highly qualified teachers at each LEA and school; and
 - in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers?

lowa Code requires teachers to take college credit or re-licensure courses in order to add endorsements. LEA-provided professional development, while vital to good teaching practice, does not generally provide college credit and, therefore, does not assist lowa teachers in becoming highly qualified.

- lowa's monitoring and technical assistance plan is as follows (for those districts not meeting AMO for HQT);
 - The Department will contact districts below AMO. Districts will be instructed to review their BEDS data to ensure accuracy for teacher assignments.
 - Those districts not meeting AMO after BEDS review will be required to submit a plan to the Department on steps they will follow to get all teachers highly qualified. The LEA steps must include use of Title IA and/or IIA funds to pay for college tuition and may include use of Market Factor Pay to attract and/or retain teachers in "hard to fill" assignments. Market Factor Pay may be used to reimburse teachers for taking college coursework in order to complete additional licensure endorsement requirements and become highly qualified.
 - Title IA and Title IIA funding to districts will require that the HQT plan is complete and approved.
 - For those districts not in compliance, Title IA and Title IIA funds will be deferred until satisfactory progress is made.
 - The following year the annual plan must report the names of teachers who became highly qualified (and previously were not) and the support provided by the LEA to enable the teacher to reach HQT status.
- Monitoring of LEAs to ensure teachers are appropriately licensed: All lowa teachers are required by lowa law to have an lowa teaching license. The Department school improvement consultants annually monitor the teaching staff in each district to ensure that teachers are appropriately licensed for their teaching assignments. This data is provided through a cross match of the annual BEDS data on teaching assignments and teacher "folder" numbers matched with licensure information from the BOEE. Districts are notified via "site visit reports" when teachers do not appear to have teaching assignments aligned to their teaching license and endorsements. If teachers are identified who do not have proper licensure/endorsements, the district is provided a timeframe in which to have the teacher take necessary coursework in order to become properly licensed. The school improvement consultants verify that corrective action has been taken. In the 2005 legislative session, the lowa General Assembly provided funding to increase the number of school improvement consultants in order to provide greater monitoring of federal and state requirements, including HQT requirements.
- Highly qualified data are reported on the APR submitted to the Department and are monitored by school improvement consultants.
- The AEAs, in partnership with local colleges/universities, offer targeted professional development for college credit. Courses are offered regionally and through distance learning technologies. This allows teachers to conveniently add needed endorsements.

R. Consistent with ESEA §2141, does the plan include technical assistance or corrective actions that the SEA will apply if LEAs fail to meet HQT and AYP goals?

On an annual basis, the state will run data on LEAs missing both AYP and HQT AMO and compares the list to determine if any LEA is on both lists. The state is creating a longitudinal list of those districts missing both AYP and HQT and tracking those districts over time.

- LEAs that have not met both AYP and HQT AMO for two consecutive years (lowa does not currently have any LEAs in this category): In addition to the corrective action required of any LEA, additional support will be provided:
 - LEAs will receive targeted assistance through the state's SINA support team. The Statewide Support Team is funded through Title I funds. Members of the Statewide Support Team for SINA work through a five-step process. The "SINA Support Team" focuses top priority on Title I buildings not making AYP. Extra assistance is provided to those Title I SINA buildings in statewide initiatives such as Every Student Counts (state math initiative) and Every Child Reads (state reading initiative). Identified schools designate substantial additional professional development time through additional resources provided for such purpose. The state is in the process of modifying the SINA building work to include LEAs.
 - LEAs will receive additional support through state-level Title IIA funds to assist in supporting professional development courses that earn college credit.
- LEAs that have not met both AYP and HQT AMO for three consecutive years (lowa does not currently have any LEAs in this category): In addition to the corrective action required of any LEA, additional support will be provided:
 - The SINA support team will work with the LEA to develop a unified SINA district-level plan that will concurrently address both AYP concerns as well as HQT issues.
 - The Department in partnership with the AEAs and their partner colleges/universities will target specific college coursework for those teachers not meeting HQT standards.
 - LEAs will receive additional support through state-level Title IIA funds to assist in supporting professional development courses that earn college credit.

Requirement 5: The revised plan must explain how and when the SEA will complete the HOUSSE process for teachers not new to the profession who were hired prior to the end of the 2005-06 school year, and how the SEA will discontinue the use of HOUSSE procedures for teachers hired after the end of the 2005-06 school year (except for the situations described below).

Y/N/U	Evidence	
	S. Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-06 school year?	
	S. Does the plan describe how and when the SEA will complete	

Y=Yes; N=No; U=Undecided

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Requirement 5 has been met	
Requirement 5 has been partia	lly met
Requirement 5 has not been m	et
Additional information needed t	to make determination
Date Requested	Submission Deadline

Supporting Narrative:

Under the Iowa HQT Plan:

S. Does the plan describe how and when the SEA will complete the HOUSSE process for all teachers not new to the profession who were hired before the end of the 2005-06 school year?

The *HOUSSE* process has been phased out in Iowa. *HOUSSE* is no longer needed. To teach in Iowa, all teachers must have, at a minimum, a bachelor's degree and completed a teacher preparation program. As part of teacher preparation, each elementary candidate must take and pass Praxis II prior to being recommended to the BOEE for licensure. At the secondary level, all teachers must have a major in the content area they teach. Iowa's *HOUSSE* was very restrictive and mirrors the full licensure process in Iowa.

- T. Does the plan describe how the State will discontinue the use of HOUSSE after the end of the 2005-06 school year, except in the following situations:
 - Multi-subject secondary teachers in rural schools who, if HQ in one subject at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within three years of the date of hire; or
 - Multi-subject special education teachers who are new to the profession, if HQ in language arts, mathematics, or science at the time of hire, may use HOUSSE to demonstrate competence in additional subjects within two years of the date of hire.
 - Use of HOUSSE has been phased out in lowa.
 - To teach in Iowa, all teachers must have, at a minimum, a bachelor's degree and completed a teacher preparation program. As part of teacher preparation, each elementary candidate must take and pass Praxis II prior to being recommended to the BOEE for licensure. At the secondary level, all teachers must have a major in the content area they teach.
 - The BOEE already has requirements in place for which all teachers in the categories of multi-subject secondary and multi-subject special education must be highly qualified within two years of the date of hire.

Requirement 6: The revised plan must include a copy of the State's written "equity plan" for ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

Y/N/U	Evidence		
	U. Does the revised plan include a written equity plan? V. Does the plan identify where inequities in teacher assignment exist?		
	W. Does the plan delineate specific strategies for addressing inequities in teacher assignment?		
	X. Does the plan provide evidence for the probable success of the strategies it includes?		
	Y. Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs, and how this will be done?		

Y=Yes; N=No; U=Undecided

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Requirement 6 has been met	
Requirement 6 has been partiall	y met
Requirement 6 has not been me	t
Additional information needed to	make determination
Date Requested	Submission Deadline

Supporting Narrative:

Under the Iowa HQT Plan:

- U. Does the revised plan include a written equity plan? lowa has a written equity plan which is included with this report. (See Iowa's Revised Teacher Equity Plan.)
- V. Does the plan identify where inequities in teacher assignment exist? See lowa's Revised Teacher Equity Plan, section I.

W. Does the plan delineate specific strategies for addressing inequities in teacher assignment?

Currently very few inequities exist in teacher assignments. Preliminary data in Iowa shows that teachers elect to teach in buildings where the principal/building leader is perceived to be effective. The Department is working with the School Administrators of Iowa on a leadership grant funded through the Wallace Foundation. Leadership development, especially of building principals, is the primary focus. The Department will also work with the AEAs to increase targeted professional development courses with college/university credit that are easily accessible in rural Iowa. The Department will continue to monitor the teacher inequity data on an annual basis.

X. Does the plan provide evidence for the probable success of the strategies it includes? As part of the district accreditation process established in 256.7 of the Iowa Code, districts must employ teachers that are fully licensed with proper endorsements for their teaching assignments. The Department has ten school improvement consultants that work with Iowa's 365 districts to monitor accreditation requirements. In addition to annual "desk audits" that include teaching endorsements, compliance visits to districts every five years include an intensive "site visit" report that identifies teaching assignments and teacher names not meeting licensure requirements. Past experience has shown that public documents of this nature, along with possible consequence of loss of accreditation, have previously served to motivate districts to support teachers needing additional coursework for endorsements. Iowa Code also provides for Phase II visits to those districts that are not making progress toward meeting accreditation requirements.

Funding has been provided by the state to assist in attracting and retaining teachers in hard-to-fill areas. Evidence has shown that the funding support for coursework increased the number of teachers properly endorsed in hard-to-fill teaching areas.

Y. Does the plan indicate that the SEA will examine the issue of equitable teacher assignment when it monitors LEAs, and how this will be done?

- On an annual basis, districts must report to their public the percent of teachers who are highly qualified. The state also reports the percent of highly qualified (and not highly qualified) teachers in The Annual Condition of Education Report.
- It should be noted that the majority of Iowa's LEAs have only one school building per grade level span (e.g. only eight of Iowa's 365 districts have more than one high school in the district). Therefore, the equitable assignment of teachers across buildings is extremely limited.
- The data provided in Appendix I is calculated on an annual basis. Column K indicates the poverty level of each building (lowa uses "high, medium, low" designation for each building based upon the percent of students eligible for free/reduced lunch.)
- The Department has hired three more school improvement consultants to assist with the monitoring of school improvement including highly qualified teachers in lowa schools and will continue to improve this process. As part of the annual review of HQT data for each district, consultants will examine whether buildings with lower HQT also have a high percent of students eligible for free/reduced lunch. As data is collected and analyzed over time, focused site visits, either in person or via videoconferencing, can be implemented for those districts showing trends toward inequitable teaching assignments. The purpose of site visits will be to provide assistance to the district.